DOCUMENT RESUME

ED 103 065 JC 750 211

TITLE	Enrollment Projections: An Evaluation of Current Techniques.
INSTITUTION	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	Feb 75
NOTE	25p.
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Adult Students; Age Groups; Census Figures; College Freshmen; *Enrollment Influences; *Enrollment Projections; Enrollment Rate; Enrollment Trends; High School Graduates; *Junior Colleges; *Measurement Techniques; Part Time Students; *Statewide Planning
IDENTIFIERS	*California

ABSTRACT

Evaluation of the State Department of Finance enrollment projection techniques suggest they have become less accurate over time in projecting community college enrollments. In light of the continual growth of the California system, accurate enrollment projection techniques are needed if colleges are to be effectively planned and managed. The basic system of enrollment projection employed by the state, "BD-240," which applies participation rates and grade progression ratios to counts of recent high school seniors, does not take into account trends toward part-time and evening enrollments or the increasing age of enrollees. Improved projection techniques should incorporate the number and character (age, sex, mobility, etc.) of service area population, local socioeconomic conditions (unemployment rate, etc.), and the changing policies of the particular college/district and nearby postsecondary institutions. Preliminary analysis of the results of BD-240 estimates since 1968 suggest that they typically have underestimated total student enrollment and overestimated weekly student contact hours for day-graded activity. Four options for future projections are presented, and enrollment projections based on the BD-240 and the four options are shown through 1985. State and selected district enrollment figures are noted, and the Community College Board of Governors policy statement on enrollment projections is appended. (Author/AH)

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED103065

ENROLLMENT PROJECTIONS

AN EVALUATION OF CURRENT TECHNIQUES

CALIFORNIA
COMMUNITY
COLLEGES

CHANCELLOR'S OFFICE
SACRAMENTO

FEBRUARY 1975

JC 750 211

BEST COPY AVAILABLE

Preface

Evaluation of the State Department of Finance enrollment projection techniques suggests they have become less accurate over time in projecting Community College enrollments. Changing enrollment patterns among students and participation by individuals of all ages make accurate projections increasingly difficult. The Board of Governors of the California Community Colleges discussed its increasing concern about the current state of Community College enrollment projections in September and October 1974. At its December meeting the Board adopted a policy statement recommending steps to deal with existing deficiencies and improve planning projections generally (see Appendix A). The statement also suggests developing alternative techniques that include age-participation elements along with local demographic and socioeconomic characteristics.

Efforts to resolve these problems have moved forward on two levels. Chancellor's Office staff has worked directly with the Department of Finance on specific items of immediate concern. Additionally, a Task Force on Enrollment Projections composed of Community College representatives and staff from Finance and the Chancellor's Office has been working for four months on broader enrollment issues. (See Task Force membership in Appendix B.) A series of alternative projection methodologies, potential data sources, and uses of projections have been discussed. Of particular interest have been suggestions for (a) increasing communications and understanding between the Department of Finance and Community College districts and (b) clearer definition of interagency working relationships, including the Chancellor's Office.

Three important changes will be incorporated in the upcoming 1975 capital outlay projections:

1. Department of Finance staff who prepare projections will visit a number of districts in the next two months to evaluate special local conditions that may influence enrollment trends.

2. Projections will be based on age-participation techniques rather than on twelfth grade graduates.

3. Second reporting period, rather than year-end data will be used to estimate average annual student hour loads, thereby resulting in earlier availability of projections for state and local planning.

Several objectives remain to be achieved. An annual "spring survey" questionnaire will elicit information from districts to assist Finance in providing enrollment projections more sensitive to local conditions. Plans are being developed to prepare an enrollment projection source document covering topics of general interest as well as those of special importance to Community Colleges. Seminars and workshops are planned to improve districts' capabilities in enrollment projections.

In the last decade and a half, California Community Colleges have experienced spectacular growth, student enrollment increasing from 340,000 in 1960 to more than 1,130,000 by 1974. In 1960, colleges enrolled one in every twenty-six Californians between the ages 18 and 64. The participation rate now has increased to one in every eleven The typical student long ago ceased to be a recent high school graduate attending full time. Seven of 10 students attend part time and more than one fourth are over thirty years of age.

Community College program objectives and enrollment patterns have undergone dramatic changes. Many observers have predicted stable and in some cases declining enrollments in institutions of postsecondary education generally. Community Colleges continue to grow, however, frequently serving new and different clienteles. California Community College enrollments, for example, have grown by nine and 12 percent the past two years. Obviously, accurate enrollment projection techniques are needed if colleges are to be effectively planned and managed.

This evaluation was prepared by staff of the Analytical Studies Unit with assistance from the Facilities Planning Section of the Chancellor's Office. On-going work of the Task Force on Enrollment Projections contributes significantly to the overall effort. Those desiring further information on past and present enrollment trends may refer to the report Fall Enrollment 1974, California Community Colleges, available from the Analytical Studies Unit of the Chancellor's Office.

Chuck McIntyre
Director of Analytical Studies

February 1975

Sidney W. Brossman
Chancellor

Table of Contents

	Page
Preface	i
Table of Contents	iii
Background	1
Preliminary Analysis	2
Statewide Experience	3
Experience of Selected Districts	4
Component Trends	5
Illustrative Age-Participation Projections	5
Tables and Figures	7
Appendices	
A. Board of Governors' Policy Statement	19
B. Task Force on Enrollment Projections	20

ENROLLMENT PROJECTIONS
CALIFORNIA COMMUNITY COLLEGES

Background

The Department of Finance is responsible for preparing capital outlay enrollment projections as provided in the Administrative Code, (T5, 57003) and Education Code (Section 20066):

> The plan for capital construction shall (include) ... enrollment projections for each district formulated by the Department of Firance, expressed in terms of weekly student contact hours. The enrollment projections for each individual college within a district shall be made cooperatively by the Department of Finance and the Community College district.

Title 5 also provides for Department of Finance projections of "growth in graded and ungraded enrollment determined for each district ... ."

The Interagency Committee on Enrollment Projections was established by the Coordinating Council for Higher Education some four years ago to advise the Department of Finance on inter- and intra-segmental aspects of student enrollments. The focus of this advice was to be the inputs and outputs of Finance's "long-range projection model." Presumably, the new Post-secondary Education Commission will continue the work of this committee.

Existing Community College enrollment projection techniques appear inadequate for planning operating budgets and capital outlay requirements. Statutes enacted under SB 6 compounded district fiscal problems inherent in under-or overprojecting enrollments when constructing operating budgets. Accurate projections are essential for numerous short-term decisions by local boards and administrators. The basic enrollment projection technique, "BD-240," used by the Department of Finance is to apply participation rates and grade progression ratios to counts of recent high school seniors. This method, as used for capital outlay planning, is inadequate, particularly now that utilization calculations are based on activity during both day and evening, rather than only day.

Gradual trends toward part-time enrollment have accelerated during recent years. In addition, the age distribution of Community College students is becoming older. The average age is nearly 23 throughout the state. Increasing numbers of students are returning to college after having "dropped out." Significant numbers of Community College students never graduated from high school.

The traditional notion of a dual comprehensive college program -- one part offered during the day for recent high school graduates attending full-time for credit, the other part offered for adults attending part-time in the evening in largely non-credit courses -- is breaking down.

New patterns of student attendance are emerging in which the part-time student, though older, may plan to take an associate degree, certificate, or transfer to a four-year institution, and attends the same college-credit courses taken by younger students. At the same time greater numbers of younger students in the 18-21 age bracket are attending part-time, particularly in urban areas where work opportunities may be more prevalent.

These changing patterns make it extremely difficult to predict enrollments accurately for planning purposes. In particular, techniques employed by the Department of Finance, in their "BD-240" projections, appear outmoded. Improved projection techniques are needed and should incorporate, to the extent possible, the following relevant factors:

(a) Number and character (age, sex, mobility, etc.) of service area population.

(b) Local socioeconomic conditions (unemployment rates, etc.), and

(c) Changing policies of the particular college/district and nearby postsecondary institutions.

Initially, the accuracy of the BD-240 technique needs to be evaluated, particularly with respect to actual and predicted:

(a) Trends in high school graduates and total population.

(b) Participation rates of high school graduates as first-time college freshmen.

(c) Transition ratios from freshman to sophomore status.

(d) Relationships converting first-time freshmen from the district area to total enrollment.

(e) Contact hour loads per student.

In addition, alternative techniques need to be explored, beginning with a model involving straight Community College participation rates for all ages within the general population. This may be expanded to include as many of the other relevant factors as is feasible.

Preliminary Analysis of Department of Finance (BD-240) Projection Model

Preliminary analysis of the results of BD-240 estimates since 1968 suggest that typically these have (a) underestimated student enrollment and (b) overestimated weekly student contact hours (WSCH) for day-graded activity. Recent estimates have not been as accurate as in earlier years, such as 1968, 1969 and 1970. The method seems to be even less reliable when evening activity is included. Estimates of 1973 fall students and WSCH for day and evening were nearly 5 percent low.

The method seems to rely on a number of subjective elements, such as plans for new colleges or campuses. Certain critical ratios are trended without explicit ground rules on the statistical technique used. Besides possible subjective trending of future values, the BD-240 method is weak in its use of only high school seniors as a population base.

The BD-240 begins with the number of high school students graduated within a county or counties in which a Community College district is located. Predictions of future values for this statistic are generated by cohort survival techniques. From the number of high school graduates, an estimate is made of college first-time freshmen from the area. From this value, estimates of first-time freshmen from all of California and all new freshmen are derived. A grade-progression ratio is then applied to estimate the number of sophomores for the following year. Finally, an estimate is reached of total student enrollment. Values for these relationships are tabulated historically and extended into the future to develop predictions of total fall day-graded enrollments.

Comparison of actual data with BD-240 projections for selected districts and the total of all districts provides a basis for evaluating the relative reliability of this projection technique. Results of several such comparisons are shown in attached tables.

Statewide experience

Statewide projections of Day Graded Weekly Student Contact Hours (WSCH) have been higher than the actual in 17 of the 21 instances dating back to 1968 (See Table 1). By contrast, projections of student enrollment underlying the WSCH projections have been lower than actual in 14 of the 21 cases, though generally more accurate than the WSCH projections (see Table 2). The BD-240 is a demographic model designed primarily to project students rather than student hour-loads. The latter step is appended as the very last step of the procedure and, likely, does not receive the same degree of attention that elements of student-flow receive in the earlier sections of the model. Statewide, the margin of error in projecting student enrollment has never exceeded 6.5% in any one year, and in 12 of the 21 instances was less than 2.5%.

The 1970 edition of the BD-240 was the most accurate in predicting student enrollment, although 1968 and 1969 editions average only a 2.8% difference between projected and actual. Earlier editions of the BD-240 illustrate the possibility of increasing over-projection that occurs when enrollment patterns change suddenly. An abrupt downturn in full-timeness of students in 1972-73 marks the first break with earlier patterns. Up to that point projections were nearly on target each year, even with the trend change, and remained reasonably accurate until 1973-74.

The 1973 edition of the BD-240 reflects the inclusion of extended day and ungraded students and hours. For the first time since 1970 both student enrollment and WSCH categories for day-graded courses were under-projected. The projection was off by nearly 5% statewide for enrollment and WSCH

when extended day and ungraded courses are added, i.e., when total activity, rather than only day graded, is examined.

Higher projections of WSCH prior to 1973 resulted primarily from use of the most recent actual WSCH per student factor for nearly all districts. Since this factor has declined in recent years, the WSCH have been over-projected more often and to a greater degree than student enrollment. The latter is typically under-projected (see Table 3).

Experience of selected districts

Lassen and Palomar of the six districts examined have been significantly under-projected in terms of day-graded WSCH. Many of the same comments made above about statewide figures hold true for these districts. For those districts over-projected, the conditions worsen over time. For Lassen and Palomar, the degree of under-projection worsens over time. Table 3 reveals that, with but two exceptions, the 1973 edition for Palomar and Ventura for the 1973-74 year, projection of students has been lower than that of WSCH.

General over-projections of day-graded WSCH for Los Angeles and Marin Districts in earlier editions of the BD-240 and recently for Ventura are due in part to incorporating presumed effects of future colleges into the projections. Stated goals for these new colleges were not achieved, colleges scaled down, or not constructed on schedule, if at all. It may be presumed that the eventual meeting and slight exceeding of projections in 1973-74 year by Marin is the delayed influence of the completion of the Indian Valley Colleges. In Ventura, the Oxnard campus has not yet materialized, and in Los Angeles two of three planned colleges are operating, but on smaller scales than originally stated.

Palomar is most consistently under-projected of the six, reflecting a recognized weakness of the BD-240 procedure or any other that relies on a population data base other than the district itself. Because the BD-240's starting point is countywide public high school graduate projections, a district which is growing in population and high school graduates considerably faster than the county in which it is located will tend to be under-projected. The reverse may also be the case and account for over-projection in certain other districts. Lassen District projections demonstrate another recognized weakness of any projection technique, namely, the risk in projecting for small entities with primary reliance on a limited local data base.

There is an abrupt downward adjustment in the district projections prepared in 1973 (see Table 1). The only exception is the Coast District, which had had its projections considerably reduced the prior year. The long-range implications of these reductions cannot yet be determined. The reductions may have been too large in view of early reports on student enrollments this fall. For the Los Angeles and Ventura Districts, the adjustments resulted primarily from no longer making provision in

the projections for planned colleges as in earlier editions. The result as measured by 1973-74 actual data was a more accurate estimate of the status quo.

Component trends

Two important relationships in developing estimates of student enrollment are (a) the degree to which new freshmen make up the total freshman class and (b) the fall-to-fall progression from freshman to sophmore status. These relationships are shown in Table 4 where, for 1973:

$$\frac{\text{New 1973 freshmen}}{\text{Total 1973 freshmen}} = 49.6\%$$

$$\frac{\text{1973 sophomores}}{\text{1972 freshmen}} = 36.8\%$$

Over the past decade, new freshmen declined from two-thirds to half of total freshman enrollment. The assumption that this relation will stabilize, rather than continue to decline, needs further examination. The progression ratio of freshman to sophomore status has increased from 33% to 37% during the same period (see Table 4). The assumption that this ratio falls back to 34.5% in 1974 also needs further analysis.

Another key relationship is that of WSCH to total enrollment (see Table 5). This ratio increased during the 1960's, peaked, then declined beginning 1970. As noted, WSCH typically have been overestimated.

Illustrative age-participation projections

The BD-240 use of only high school graduates to predict Community College enrollments may be contrasted with techniques using all age groups. Projection of total fall student enrollment may be derived from projections of California's civilian population of all ages prepared by the Department of Finance. A single participation rate is calculated for each year from 1960 through 1973 (see Table 6). Four sets of projections, Options A, B, C, and D in Figure 1, represent four interpretations of future trends in historic participation rates.

Option A projects a minimun constant annual change in participation rates: the simple average of the smallest three actual annual increases. This projection does not exceed the BD-240 until 1980, when the latter begins to decline in line with projections of high school graduates. By 1983, the last year projected by the most recent BD-240, Option A is nearly 210,000 (18.8%) students higher.

Option B applies the average of the annual changes in actual participation rates since 1960. This assumes that the 14-year secular trend will continue over the next 12 years. By 1983 these figures exceed the BD-240 by more than 540,000 students, or 48.7%.

Option C reflects recent experience, using a five-year moving average. This produces the highest projected enrollments at the end of the period, though less than Option D during interim years. Option C is more than two-thirds, or 750,000 students, higher than the BD-240 by 1983.

Option D trends recent experience in changing participation rates to a level comparable to that of the early 1960's. Consequently, Option D begins higher than other projections, but then grows at increasingly smaller increments, ending somewhat lower than Option C by 1985.

Differences in enrollments projected by the BD-240 and those of the options are due largely to differences in the population bases used (see Figure 2).

Two sets of illustrative projections of total enrollment (Series A and B) have been prepared for each of six sample districts based on a single participation rate of 18-64 age population in the relevant county. These figures appear in Table 7 along with the 1974 edition of the BD-240 projections for each district. Series A figures assume that no increase in the 18-64 age participation rate will occur beyond Fall, 1974. This likely represents a lower limit projection. Underlying Series B figures is the assumption that the average annual increase in the participation rate will be half of the average annual increase experienced from Fall 1970 through Fall 1973. Even this series represents a drop in the trend of recent participations.

Three general results are obtained (see Table 7 and Figure 3):

(1) BD-240 projections remain entirely within Series A and B during the ten-year period (Lassen).

(2) BD-240 projections fall generally within Series A and B during the early years, but drop below Series A beyond 1980 (Los Angeles, Marin, and Ventura), or

(3) BD-240 projections are consistently lower than Series A figures (Coast and Palomar).

Table 1

COMPARISON OF PROJECTED AND ACTUAL WEEKLY STUDENT CONTACT HOURS
Predicted as percent of Actual

Year of BD-240 Preparation	Year of Prediction: DAY GRADED WSCH 1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	TOTAL WSCH 1973-74
ALL DISTRICTS:							
1968	100.6	100.5	98.1	100.9	106.9	108.4	-
1969	-	101.6	99.2	101.8	107.8	109.7	-
1970	-	-	99 7	102.5	108.7	110.9	-
1971	-	-	-	105.3	111.6	113.9	-
1972	-	-	-	-	106.8	108.9	-
1973	-	-	-	-	-	99.8	95.5
SELECTED DISTRICTS:							
Coast							
1968	105.4	110.0	106.0	108.7	116.3	111.2	-
1969	-	105.6	103.4	106.6	114.3	109.7	-
1970	-	-	98.6	102.3	110.4	106.7	-
1971	-	-	-	104.6	112.5	108.5	-
1972	-	-	-	-	99.0	95.1	-
1973	-	-	-	-	-	95.4	93.5
Lassen							
1968	112.9	108.3	91.9	77.6	86.1	80.6	-
1969	-	104.4	88.6	76.2	85.0	80.1	-
1970	-	-	92.3	78.7	85.9	81.4	-
1971	-	-	-	102.1	121.6	118.0	-
1972	-	-	-	-	118.7	116.3	-
1973	-	-	-	-	-	94.4	85.5
Los Angeles							
1968	95.6	98.9	105.5	109.7	118.4	122.3	-
1969	-	102.7	108.6	113.4	122.0	125.9	-
1970	-	-	106.8	111.7	119.2	124.1	-
1971	-	-	-	108.0	115.5	120.2	-
1972	-	-	-	-	106.3	110.6	-
1973	-	-	-	-	-	100.5	93.3
Marin							
1968	97.8	102.9	106.3	103.0	105.1	99.8	-
1969	-	108.8	109.9	104.3	104.6	99.3	-
1970	-	-	105.2	100.7	102.8	98.1	-
1971	-	-	-	99.0	103.9	98.6	-
1972	-	-	-	-	105.3	101.9	-
1973	-	-	-	-	-	94.5	95.0
Palomar							
1968	109.7	110.0	105.7	98.1	98.1	85.9	-
1969	-	104.0	102.0	94.4	95.7	85.7	-
1970	-	-	100.5	93.5	94.9	84.8	-
1971	-	-	-	93.9	95.2	85.3	-
1972	-	-	-	-	105.1	91.2	-
1973	-	-	-	-	-	85.0	85.3
Ventura							
1968	101.5	96.4	87.4	95.3	98.4	99.2	-
1969	-	96.7	86.6	94.6	97.6	98.5	-
1970	-	-	99.0	112.0	115.2	117.6	-
1971	-	-	-	116.1	119.8	121.9	-
1972	-	-	-	-	106.9	110.0	-
1973	-	-	-	-	-	98.2	93.5

Table 2

COMPARISON OF PROJECTED AND ACTUAL ENROLLMENT
Predicted as percent of Actual

Year of BD-240 Preparation	Year of Prediction						
	DAY GRADED STUDENTS						TOTAL STDNTS.
	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1973-74
All Districts:							
1968	99.8	97.6	94.6	93.5	98.3	97.4	-
1969	-	99.4	96.1	94.6	99.4	98.8	-
1970	-	-	98.1	96.5	101.0	100.6	-
1971	-	-	-	101.2	106.4	105.9	-
1972	-	-	-	-	105.9	105.5	-
1973	-	-	-	-	-	97.6	95.3

Table 3

COMPARISON OF PROJECTED TO ACTUAL DAY GRADED STUDENTS AND WSCH

Predicted as percent of actual

District and Year of Preparation of BD-240		1972-73		1973-74	
		Students	WSCH	Students	WSCH
All Districts:	1969	99.4	107.8	98.8	109.7
	1970	101.0	108.7	100.6	110.9
	1971	106.4	111.6	105.9	113.9
	1973	-	-	97.6	99.8
Coast District:	1970	105.2	110.4	97.5	106.7
	1971	103.6	112.5	96.5	108.5
	1973	-	-	92.1	95.4
Los Angeles District:	1969	109.1	122.0	109.8	125.9
	1970	106.6	119.2	108.2	124.1
	1971	108.9	115.5	110.4	120.2
	1973	-	-	97.8	100.5
Palomar:	1970	89.8	94.9	82.1	84.8
	1973	-	-	86.7	85.0
Ventura:	1971	109.6	119.8	112.1	121.9
	1973	-	-	98.9	98.2

Table 4

DAY GRADED ENROLLMENT

FALL	A NEW FRESHMEN	B TOTAL FRESHMEN	C % A IS OF B	D CONTINUING & RETURNING SOPHOMORES	E FRESHMEN TO SOPH. GPR
1964	108,472	164,388	66.0	-	-
1965	124,309	193,466	64.3	53,769	0.327
1966	128,025	197,242	64.9	61,191	0.316
1967	137,631	219,325	62.8	69,033	0.350
1968	144,663	240,039	60.3	77,299	0.352
1969	152,846	265,159	57.6	88,918	0.370
1970	165,308	297,362	55.6	100,457	0.379
1971	166,385	320,542	51.9	109,152	0.367
1972	149,219	315,468	47.3	113,487	0.354
1973 (Actual)	169,088	340,737	49.6	115,933	0.368
1973 BD-240					
1973 (Projected)	166,859	331,918	50.3	114,585	0.345
1974	174,057	346,649	50.2	119,650	0.345
1975	181,788	363,001	50.1	125,655	0.346
1976	183,933	368,105	50.0	132,333	0.360
1977	188,462	377,668	49.9	134,796	0.357
1978	192,989	386,934	49.9	138,714	0.359
1979	196,479	394,148	49.8	142,220	0.361
1980	194,554	389,906	49.9	144,928	0.372
1981	190,407	381,225	49.9	143,509	0.376
1982	187,486	374,322	50.1	140,347	0.375

Table 5

TOTAL ENROLLMENT

FISCAL YEAR	FALL TOTAL ENROLLMENT	ANNUAL AVERAGE WSCH	ANNUAL AVERAGE WSCH PER TOTAL ENROLLMENT
1963-64	423,867	3,948,929	9.32
1968-69	662,286	6,895,746	10.41
1969-70	720,723	7,660,815	10.63
1970-71	801,016	8,528,067	10.65
1971-72	873,634	8,998,073	10.30
1972-73	922,677	9,399,376	10.19
1973-74	1,010,202	10,272,038	10.17
1974-75 (Est.)	1,071,775	10,887,591	10.16
1975-76	1,115,281	11,333,882	10.16
1976-77	1,136,566	11,532,485	10.15
1977-78	1,151,331	11,680,674	10.15
1978-79	1,176,130	11,928,038	10.14
1979-80	1,195,981	12,121,950	10.14
1980-81	1,195,614	12,113,967	10.13
1981-82	1,174,787	11,899,122	10.13
1982-83	1,158,389	11,729,404	10.13
1983-84	1,110,507	11,240,849	10.12

Table 6

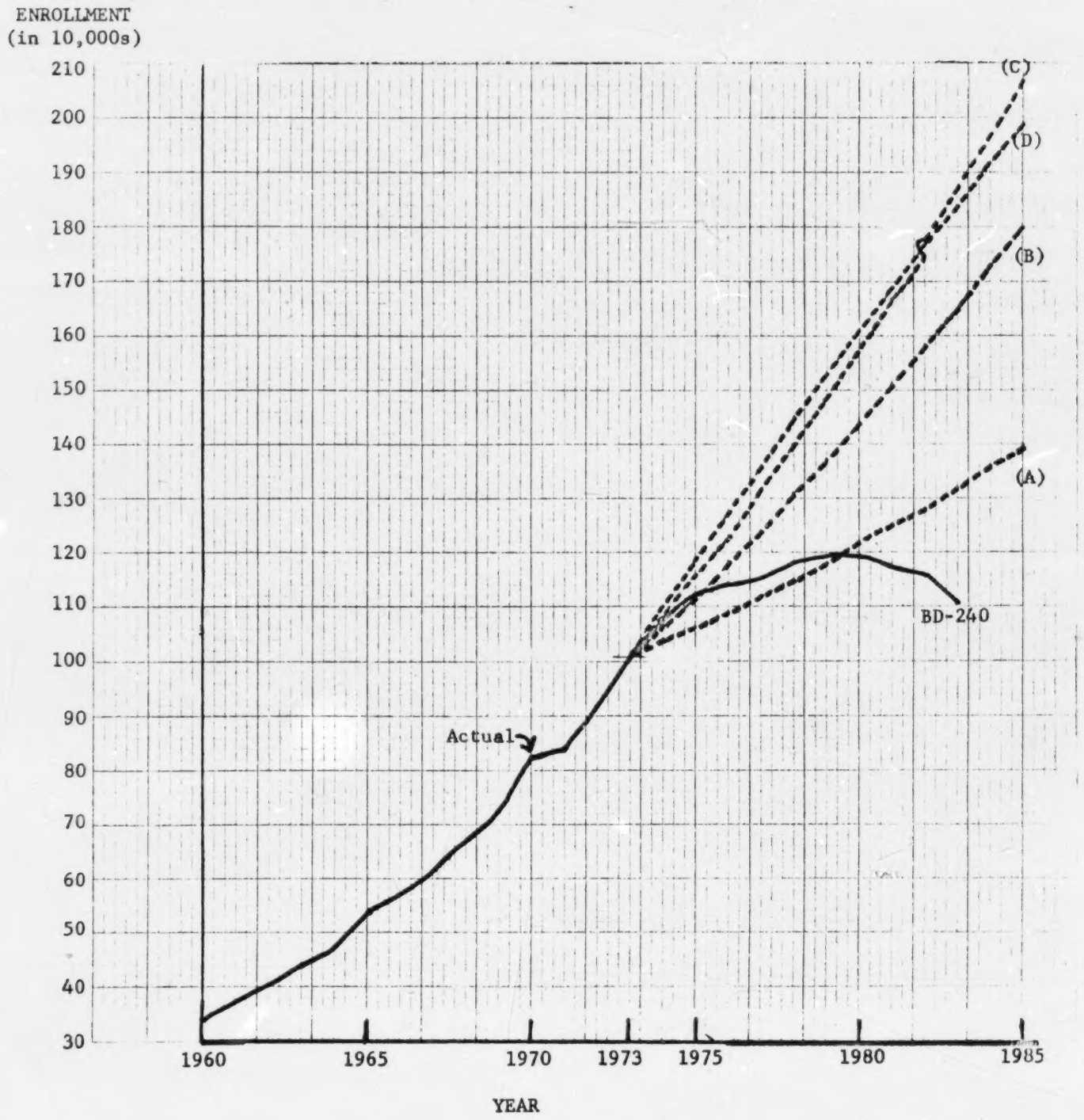
COMMUNITY COLLEGE ENROLLMENT
AND CIVILIAN POPULATION, CALIFORNIA

Year	Total California Civilian Population (July 1)	Fall Total Enrollment in CCC	College Enrollment Rate/1,000
1960	15,565,000	340,049	21.847
1961	16,073,700	370,033	23.021
1962	16,593,400	402,646	24.265
1963	17,190,100	434,792	25.293
1964	17,703,800	473,501	26.746
1965	18,169,500	543,225	29.898
1966	18,484,200	570,907	30.886
1967	18,852,900	610,769	32.397
1968	19,126,600	665,490	34.794
1969	19,435,300	722,429	37.171
1970	19,720,000	825,154	41.844
1971	19,990,000	837,350	41.888
1972	20,208,000	922,065	45.629
1973	20,441,000	1,010,889	49.454
1974	20,933,000	1,131,846	54.070

BEST COPY AVAILABLE

Figure 1

ENROLLMENT PROJECTIONS
FOUR AGE PARTICIPATION OPTIONS,
1974 BD-240



BEST COPY AVAILABLE

Figure 2

CIVILIAN POPULATION AND
HIGH SCHOOL GRADUATES
CALIFORNIA
Actual 1960-1973
Estimated 1974-1985

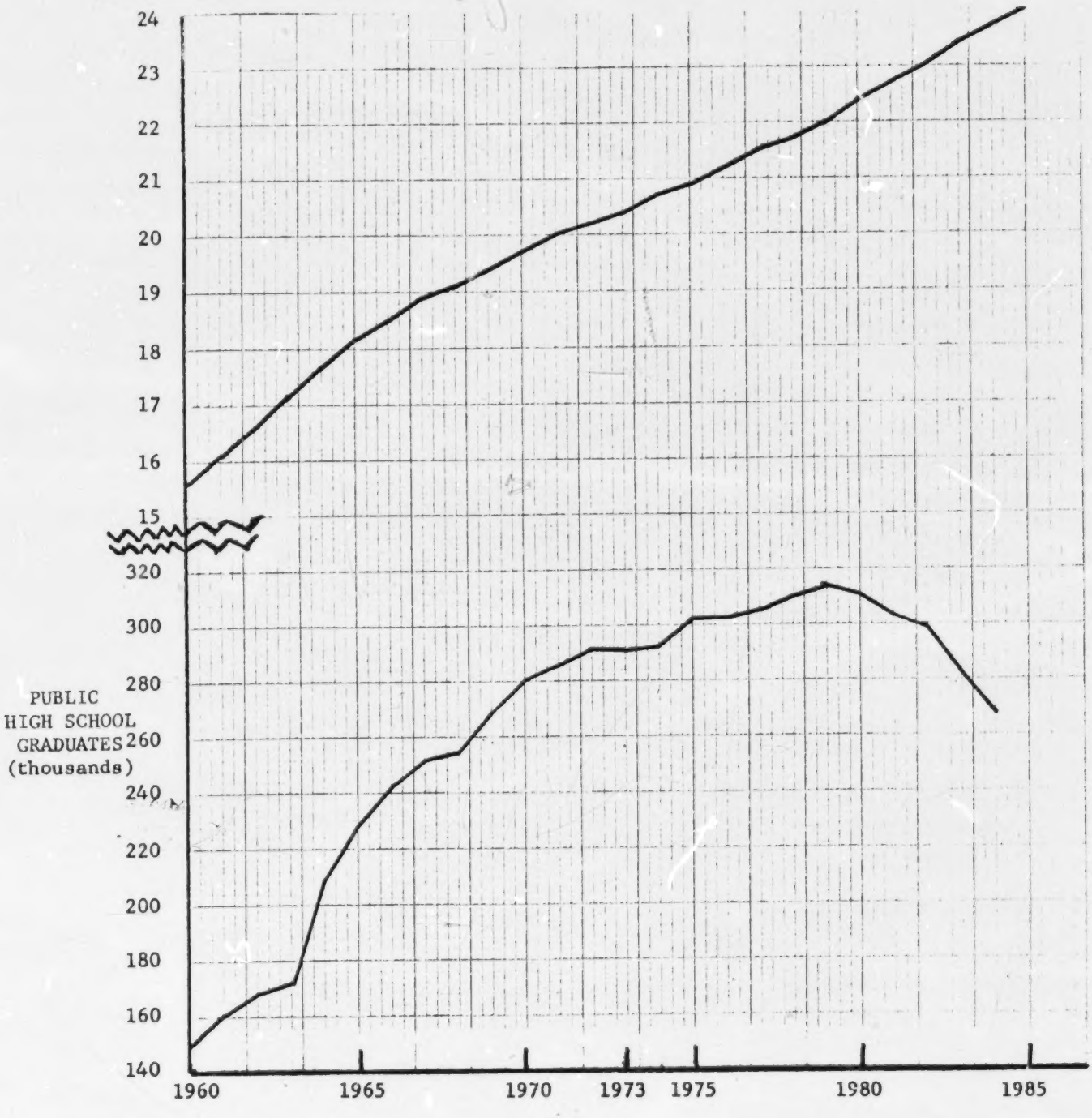


TABLE 7

COMPARISON OF
TOTAL ENROLLMENT
PROJECTIONS

COAST

	BD-240	Series A	Series B
1974	42,551	44,709	42,623
1975	45,497	46,758	46,030
1976	46,817	48,705	49,462
1977	47,333	50,622	52,984
1978	48,899	52,523	56,608
1979	50,052	54,363	60,282
1980	50,503	56,136	63,995
1981	50,551	57,835	67,732
1982	50,258	59,428	71,446
1983	48,301	60,855	75,054

LASSEN

	BD-240	Series A	Series B
1974	2,367	2,158	2,236
1975	2,331	2,204	2,373
1976	2,386	2,240	2,505
1977	2,502	2,278	2,643
1978	2,631	2,320	2,788
1979	2,665	2,352	2,924
1980	2,665	2,383	3,061
1981	2,665	2,417	3,204
1982	2,665	2,449	3,349
1983	2,566	2,470	3,480

LOS ANGELES

	BD-240	Series A	Series B
1974	108,301	108,873	109,291
1975	111,750	109,093	111,191
1976	113,129	109,524	112,894
1977	113,797	109,932	115,006
1978	115,614	110,390	117,183
1979	117,136	110,775	119,296
1980	116,012	111,124	120,954
1981	113,093	111,527	123,108
1982	112,749	111,909	125,252
1983	110,404	112,163	127,262

MARIN

	BD-240	Series A	Series B
1974	13,805	12,990	12,964
1975	14,010	13,137	13,662
1976	14,013	13,338	14,405
1977	13,995	13,533	15,184
1978	14,288	13,734	15,959
1979	14,394	13,939	16,782
1980	13,858	14,153	17,635
1981	12,995	14,368	18,477
1982	12,306	14,586	19,370
1983	11,810	14,827	20,283

PALOMAR

	BD-240	Series A	Series B
1974	10,812	11,248	10,648
1975	11,306	11,588	11,433
1976	11,576	11,927	12,245
1977	11,931	12,263	13,244
1978	12,365	12,611	14,124
1979	12,751	12,952	15,025
1980	12,953	13,289	15,947
1981	13,043	13,624	16,894
1982	13,025	13,970	17,882
1983	12,490	14,321	18,904

VENTURA

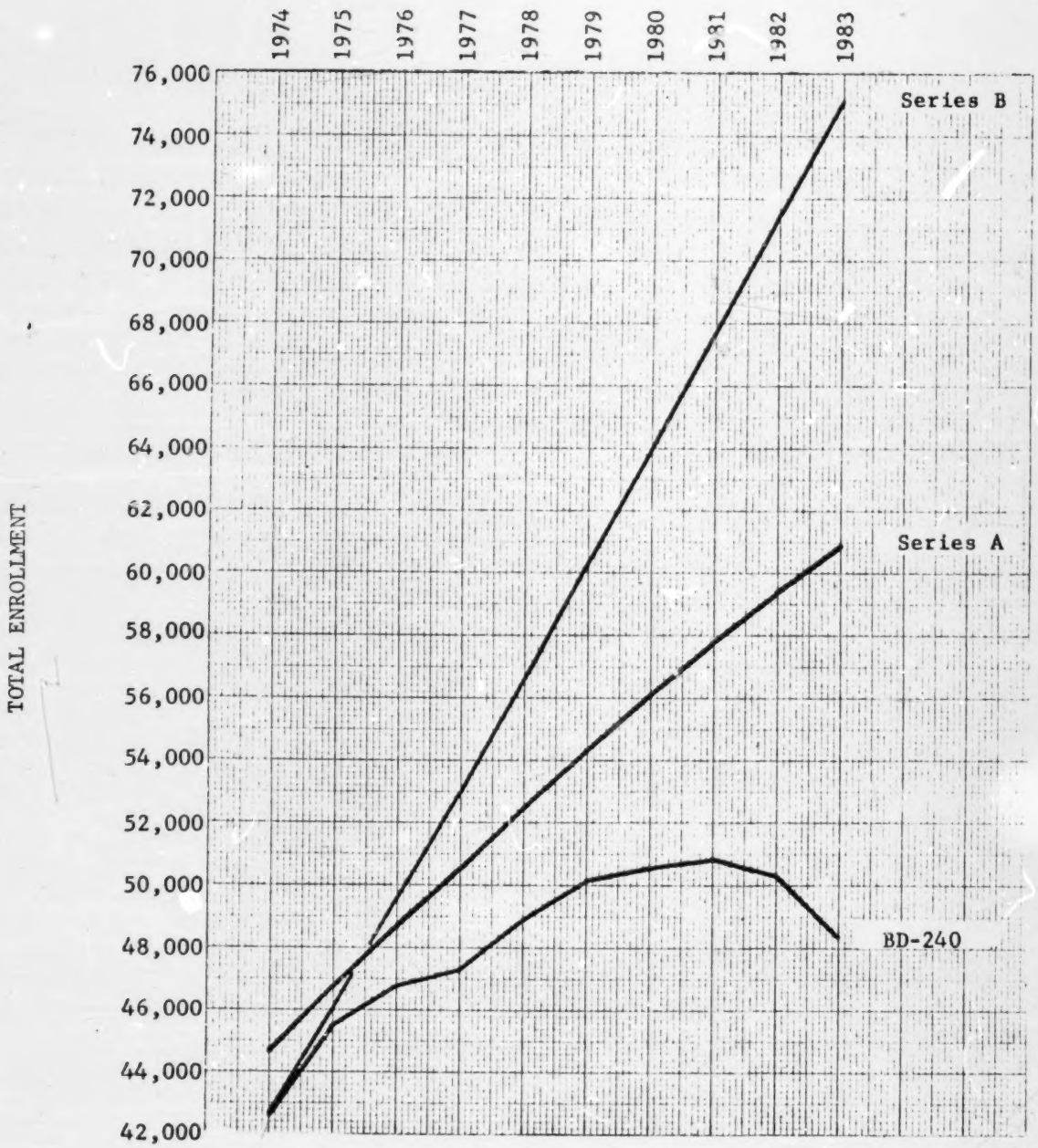
	BD-240	Series A	Series B
1974	22,587	22,540	22,039
1975	24,433	23,479	23,218
1976	25,776	24,575	24,575
1977	26,817	25,691	25,947
1978	27,663	26,843	27,409
1979	28,265	27,983	28,853
1980	29,559	29,121	30,351
1981	29,889	30,250	31,863
1982	29,339	31,353	33,339
1983	28,567	32,391	34,802

BEST COPY AVAILABLE

FIGURE 3

COMPARISON OF
TOTAL ENROLLMENT
PROJECTIONS

Figure 3(a) COAST

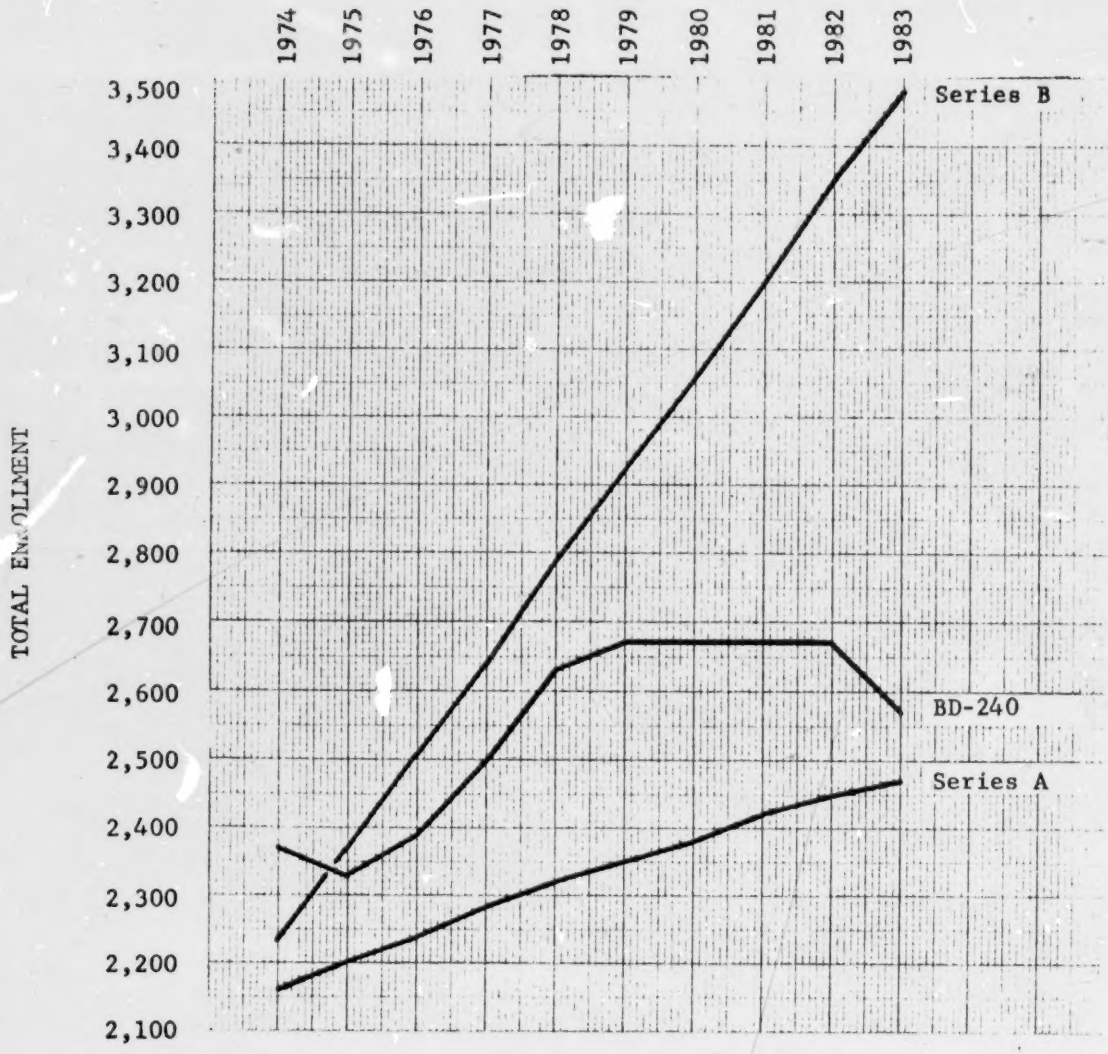


BEST COPY AVAILABLE

FIGURE 3
(contd.)

COMPARISON OF
TOTAL ENROLLMENT
PROJECTIONS

Figure 3(b) LASSEN

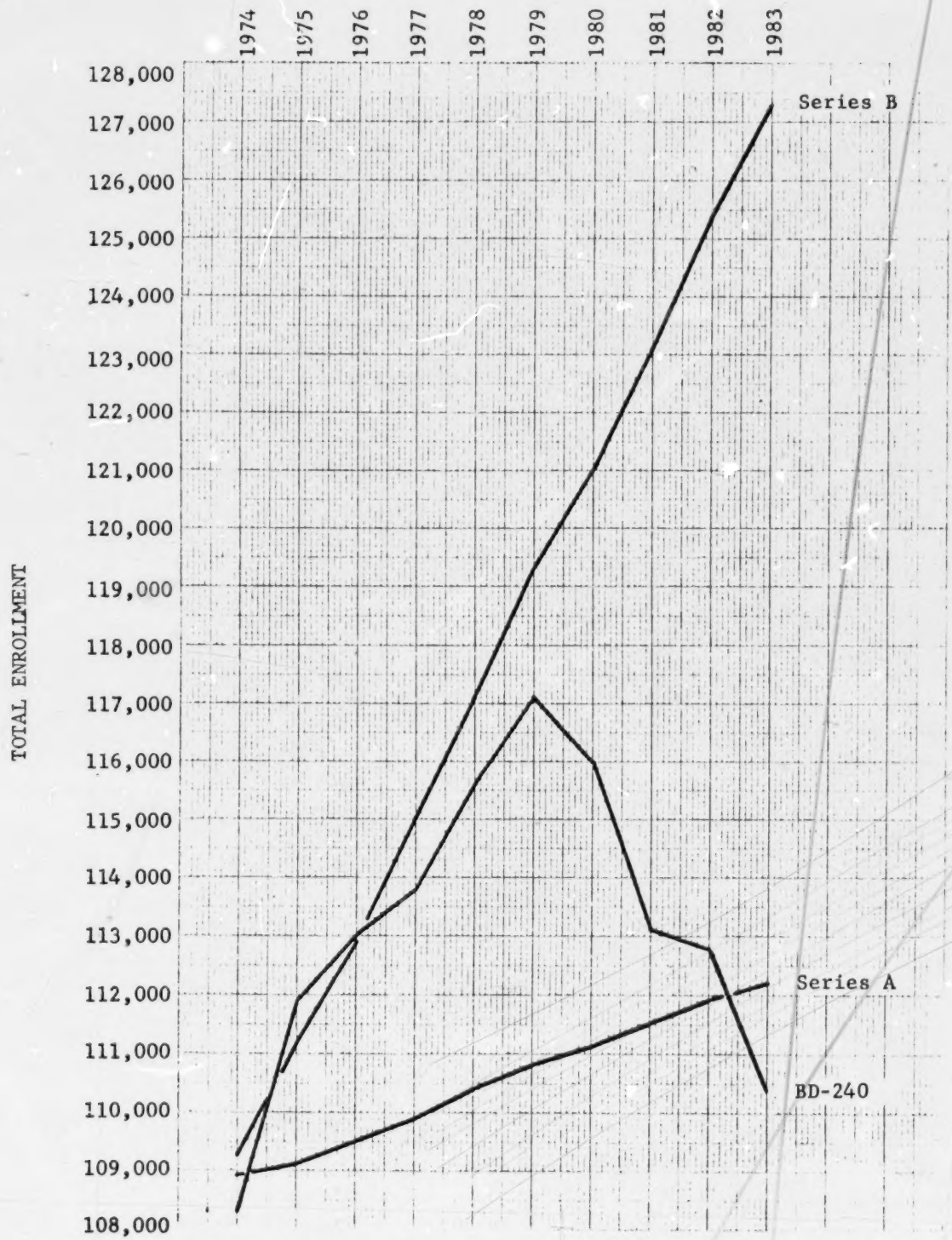


BEST COPY AVAILABLE

FIGURE 3
(contd.)

COMPARISON OF
TOTAL ENROLLMENT
PROJECTIONS

Figure 3(c) LOS ANGELES



BEST COPY AVAILABLE FIGURE 3 (contd.)

COMPARISON OF
TOTAL ENROLLMENT
PROJECTIONS

Figure 3(d) PALOMAR

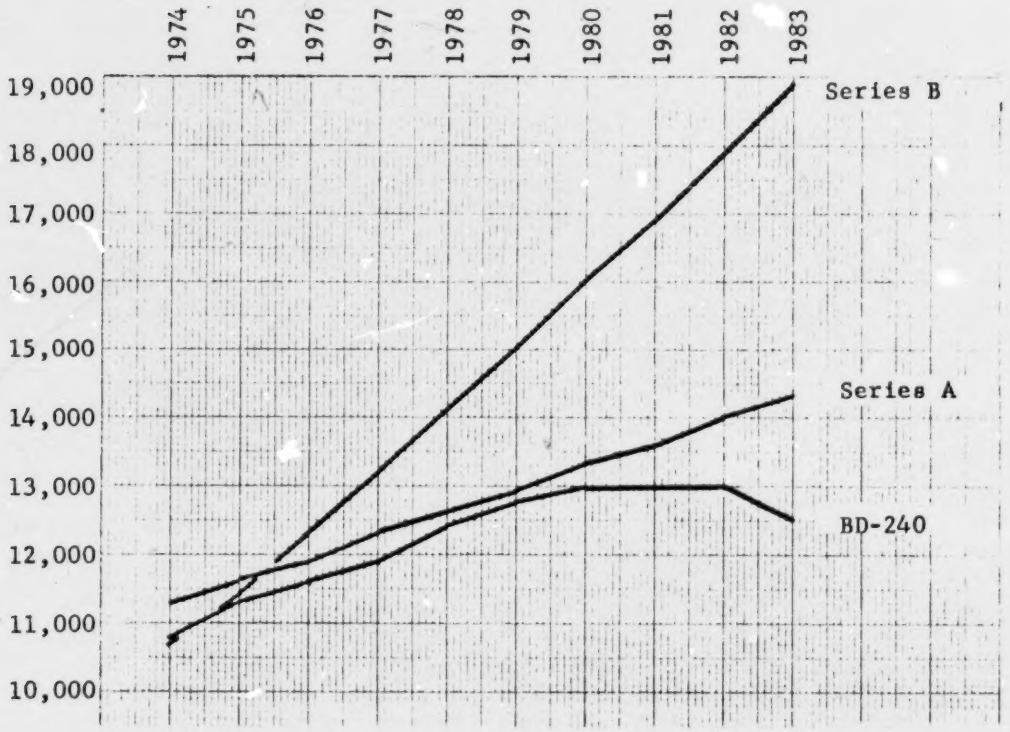
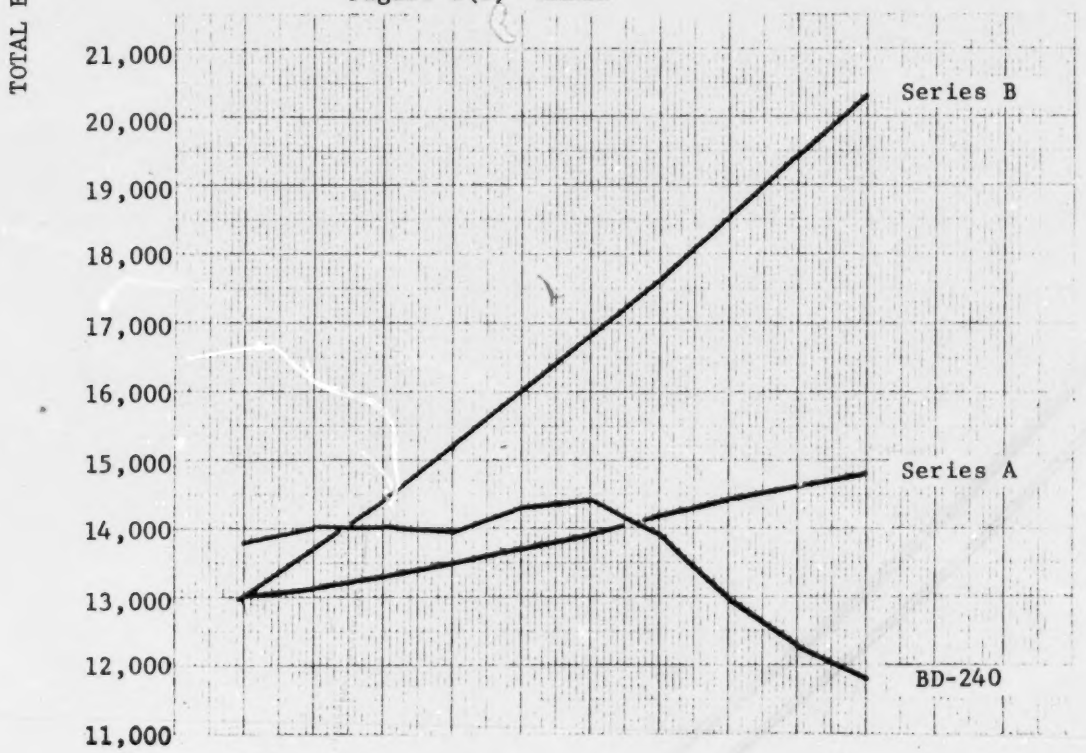


Figure 3(e) MARIN

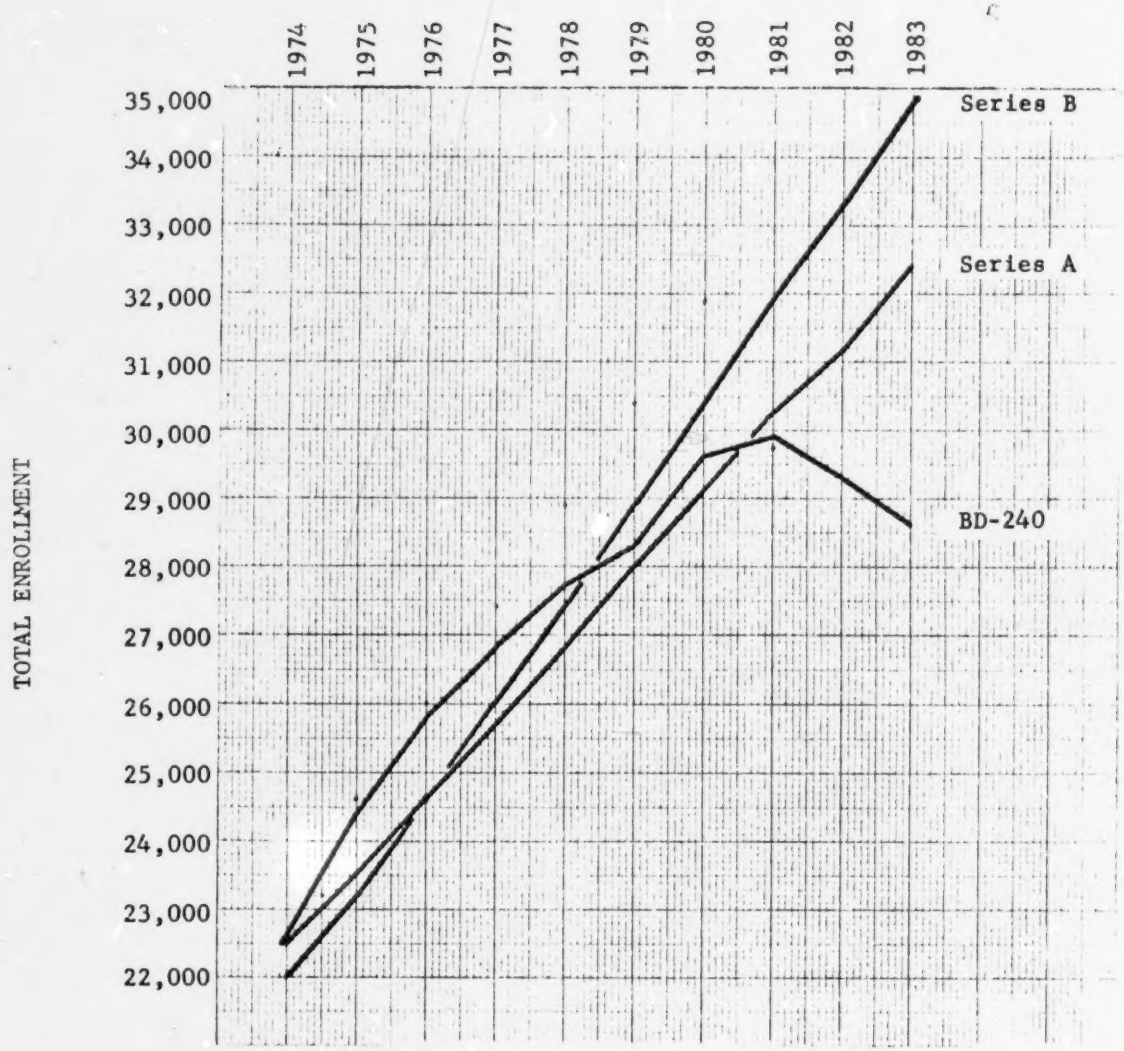


BEST COPY AVAILABLE

FIGURE 3
(contd.)

COMPARISON OF
TOTAL ENROLLMENT
PROJECTIONS

Figure 3(f) VENTURA



APPENDIX A

POLICY STATEMENT ON ENROLLMENT PROJECTIONS
BOARD OF GOVERNORS
CALIFORNIA COMMUNITY COLLEGES

1. The Department of Finance method of projecting Community College students enrolled in graded courses during the day should be modified, with particular attention paid to:

   (a) Use of a broader community age cohort than only high school seniors as a population base.

   (b) instances where there is a significant difference between the population growth of a Community College district and the county(ies) in which the college is located.

   (c) Trends in the ratio of first-time to total freshman, year-to-year progression from freshman to sophmore status, and the relationship of student headcount to course hours, including possible use of standard statistical projection techniques.

   (d) Other factors which influence student enrollment and class hour loads in individual districts such as community socioeconomic conditions, changing curriculum, programs, and methods of delivery, regional programs, new facilities, and changes in legislation and administrative policies.

2. An age-participation model should be developed to project student enrollment and class-hour loads in evening graded courses and classes for adults.

3. Use of an age participation model to project all Community College students and their related class hour loads should be explored.

4. The Chancellor should work closely with (a) the State Department of Finance and college representatives to modify the BD-240 method and develop alternative projection techniques and (b) the Postsecondary Education Commission (Interagency Committee on Enrollment Projections) to insure that Community College projections adequately reflect the plans and policies of other institutions of postsecondary education, particularly at the lower division level.

5. The Chancellor should explore the use of alternative techniques for state and local use to improve enrollment forecasting by including factors such as (a) number and character (age, sex, mobility, etc.) of service area population, (b) local socioeconomic conditions (unemployment rates, etc.), and (c) policies, programs, and delivery techniques of Community Colleges and nearby postsecondary institutions.

APPENDIX B

Chancellor's Office
California Community Colleges
January 1975

TASK FORCE ON ENROLLMENT PROJECTION TECHNIQUES

Membership

Dr. Harold H. Bateman
Dean, Admissions/Records/Research
Santa Ana College

Dr. Arthur Cherdack
Director of Educational Research
and Analysis
Los Angeles Community College District

Mrs. Isabel Hambright
Staff Demographic Analyst
Department of Finance

Dr. Milton Kielsmeier
Director of Research
Sonoma County Junior College District

Dr. William H. Lawson
Assistant Superintendent,
Instructional Services
Ventura County Community College
District

Dr. Thomas F. MacMillan
Dean of Student Personnel Services
Mendocino College

Mr. Kenneth E. Mowrey
Dean, Admissions and Records
Orange Coast College

Mr. Thomas A. Rose
Coordinator of Research
Palomar Community College District

Dr. James C. Young
Director of Educational Planning
and Development
Kern Community College District

STAFF:

Chuck McIntyre
Director, Analytical Studies
Chancellor's Office

Joseph M. Freitas
Specialist
Chancellor's Office

UNIVERSITY OF CALIF.
LOS ANGELES

APR 18 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION